**Unit 3 Poetry**

Reading:

Big Ideas: Making Inferences about poem structure and meaning, Reflecting Diverse Human Experiences; Identify and apply poetry elements.

Essential Questions: How does a poet choose words to create images, words, and feelings?

Objectives: SWBAT infer meaning, author’s message, and mood of a poem.

Pre/Post:

Writing:

Big Ideas: Use techniques to craft poetry; Select language carefully to create images, mood, and impressions; Use poetry elements.

Essential Questions: What techniques does a poet use to tell a story?

Objectives: SWBAT use poetic techniques to tell a story.

Pre/Post: Write a poem using 1 visual technique and 1 language technique.

Line Breaks, Visual Layout, Rhythm, Rhyme, Metaphor, Imagery, Personification, Alliteration,

Vocabulary: Imagery, Mood, Feeling, Alliteration, Personification, Onomatopoeia, Rhyme, Rhythm, Repetition, Stanza, Metaphor, Simile

Week One 11/13-11/16

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| 11/12 No School |
| 11/13  Pre/Post |
| 11/14  No lesson |
| 11/15  Reading:  SW identify meaning of “A Bird Came Down the Walk” by Emily Dickenson by identifying questions in whole group, then discussing in pairs.  Writing:  SW learn to use their journal entries to craft poems by circling ideas and feeling words in journals with a partner. |
| 11/16  Reading:  SW learn to identify mood of a poem using “A Bird Came Down the Walk” by Emily Dickenson and discussing using sentence stems in pairs.  “This poem makes me feel”  Writing:  SW identify craft poets use by listening to a Hailstones and Halibut Bones and completing a “notice it, name it, try it” graphic organizer with a group. |

Week Two 11/19-11/23

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| 11/19  Reading:  SWBAT identify author’s craft (One-Way Ticket by Langston Hughes) by using a sentence stem with a partner.  ‘the author’s poem made me think of’  Writing:  SW identify that imagery, emotion, and rhythm help create poetry after listening to Love that Dog using the stem “This poem makes me feel …” with a partner. |
| 11/20  Language: “My Man Blue”  Reading:  SWBAT make inferences about a poem’s meaning listening to a read aloud and using the sentence stem, “When I heard \_\_\_\_\_ I inferred \_\_\_\_\_’ with a partner.  Writing:  SW learn about stanzas creating feeling by using stem “This line’s image/idea/feeling is…” |
| 11/21 THANKSGIVING BREAK |
| 11/22 THANKSGIVING BREAK |
| 11/23 THANKSGIVING BREAK |

Week Three 11/26-11/30

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| 11/26  Language: My Man Blue  Reading:  SWBAT make inferences about a poem’s meaning listening to a read aloud and using a sentence stem “ When I read \_\_\_\_\_ I inferred \_\_\_\_\_\_ and it helped me understand \_\_\_\_\_\_\_’ with a partner.  “I think the author wants us to know”  Writing:  SW compare similes and metaphors in poetry after completing a chart as a class. “An example of a simile is…., an example of a metaphor is…., they are different because….”. |
| 11/27  Reading:  SWBAT paraphrase “Words Free as Confetti” by Pat Mora using a graphic organizer in pairs.  -‘words or phrases quoted from poem| paraphrase’  Writing:  SW identify repetition in poetry by reading and listening to “Where is the Love” by the Black Eyed Peas and using the stem “The repetition made the poem more interesting because…” |
| 11/28  No lessons |
| 11/29  Reading: Reading:  SWBAT identify the visual language of a poem by scanning poems for length and number of stanzas using “The Echoing Green” by William Blake and the sentence stem “I notice the number of stanzas in the poem is \_\_\_\_. Each stanza makes the poem feel \_\_\_\_\_”.  Writing:  SW learn to use alliteration in poems by identifying it in poems and brainstorming where they could use it with their partner using the stem “I could use alliteration in poetry by ….” |
| 11/30  Reading:  SWBAT recognize that repetition signals important parts of the poem, gives rhythm, and feeling using the sentence stem “ I think the poet chose those words to repeat because\_\_\_\_\_\_” with a partner. Students compare feeling of repetition with “Dreams” by Langston Hughes and “Ickle Me, Pickle Me, Tickle Me, too” by Shel Silverstein and ­Big Talk.  Writing:  SW learn to use onomatopoeia in poems by identifying it in poems and brainstorming where they could use it using the stem “I could use onomatopoeia ….”. |

Week Four 12/03-12/07

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| 12/03  Reading:  SW learn what metaphors and similes are and identify them in “The Bumblebee” by Jose Juan Tablada by recording them on a chart with a group.  Writing:  SW recognize shapes of poetry by looking at examples and identifying the mood it creates using the stem “The shape of this poem makes me feel …” with a partner. |
| 12/04  Reading:  SWBAT learn to visualize images listening to “Harriet Tubman” by Eloise Greenfield and “Garbage” by Valerie Worth by filling out a graphic organizer independently.  Writing:  SW recognize shapes of poetry by looking at examples and identifying the mood it creates using the stem “The shape of this poem makes me feel …” with a partner. |
| 12/05 no lessons |
| 12/06  Language: “The Floor and the Ceiling” by William Jay Smith  Reading:  SWBAT identify personification after hearing examples and writing them down in a chart and discussing them with a partner using the stem “The author is using personification to explain…”  Writing:  SW identify different elements of poems by looking through a packet of peoems with a partner using the stem “This poem uses…..” and writing it in a chart. |
| 12/07  Language:  Reading:  SWBAT identify and compare alliteration in poetry after hearing/reading examples and discussing them with a partner using the stem “The sounds that are alike in this poem are…” “This poem uses alliteration differently than the first poem because…”  Writing:  SW identify what parts of poetry should be included in their poems by discussing with a partner using the stem “I think \_\_\_\_ should be included because …”. |

Week Five 12/10-12/14

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| 12/10  Language: Click, Clack, Moo  Reading:  SWBAT identify onomatopoeia after hearing a story and discuss it with their partner using “The onomatopoeia I noticed was…..” “The author using onomatopoeia made me feel …”.  Writing:  SW revise poems with a partner using the rubric created. “Your poem includes \_\_\_\_\_; you need to add \_\_\_\_\_\_’. |
| 12/11  Reading:  SW practice writing about poetry after listening to “Dreams” by Langston Hughes and discussing with their partner using the stem “I think this poem is about \_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_”. Questions include what was interesting, confusing, summary, what did you think about?  Writing:  SW revise poems with a partner using the rubric created. “Your poem includes \_\_\_\_\_; you need to add \_\_\_\_\_\_’. |
| 12/12 no lessons |
| 12/13  Reading:  SWBAT compare free verse poetry with rhyming poetry by listening/reading 2 poems and discussing with their partner using the stem “\_\_\_\_ is free verse poetry because …., I can tell \_\_\_\_ is rhyming poetry because….”  Writing:  SW learn to use a thesaurus with a partner and identify what word could add more imagery using the stem “this word would create imagery because…”. |
| 12/14  Reading:  SW identify haiku’s by reading examples with a partner while their partner claps the number of syllables.  Writing:  Students learn to edit poems after editing 1 as a class and discuss with their partner using the stem “The poem has \_\_\_\_.” |

Week Six 12/17-12/21

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| 12/17  SW identify the different elements of poetry in a summary lesson by making a list of elements they have learned with a partner.  Writing:  Students learn to edit poems after editing 1 as a class and discuss with their partner using the stem “The poem has \_\_\_\_.” |
| 12/18  Reading:  Posttest  Writing:  Students publish poems for a class anthology. |
| 12/19 No Lessons |
| 12/20  Reading:  Free Choice poetry day- students can read from poetry packets with a partner.  Writing:  Publishing Party |
| 12/21 No School |